

Serving as the Governor's chief advisor, Rudy was also selected to be a member of the Commission on Self-Determination, tasked with the responsibility of charting Guam's future political relationship with the United States of America. This was his second appointment to the commission, the first during the Bordallo-Reyes administration of the island from 1983 until 1987.

During his first term as a member of the Commission on Self-Determination, Rudy is credited with participating in the drafting of the Guam Commonwealth Draft Act. His participation was highlighted with his expertise in airlines, travel, and communications. Rudy continued his support for the Commonwealth Act after the Bordallo-Reyes administration ended. Most notably he testified at the only congressional hearings to have been held on the Guam Commonwealth Draft Act in Honolulu, HI, during December 1989. Entrusted by the Governor, Rudy joined the other members of Team Guam and participated in the 1995 Base Reuse and Realignment Commission hearings held in San Francisco this past year.

It is with a sense of great loss that another distinguished island leader has passed away before the political status issues between Guam and the United States are resolved. It is for this reason, Mr. Speaker, that I especially mourn the loss of Lieutenant Governor Sablan. His perseverance on these issues will not go unnoticed. I am committed to continue his legacy of leadership in this realm. May his lifelong commitment to these issues not be neglected by our Federal Government and energize the people of Guam.

Mr. Speaker, as Guam mourns the death of this fine leader, let us pay him tribute by honoring him in our body today. He will be remembered as a strong and highly respected gentleman. Let him serve as a model of what an exceptional citizen should be, here as in Guam. He was a good friend, one of Guam's most respected leaders and a great contributor to Guam's struggle for dignity with its relationship with the Federal Government and the world.

#### THE HEROIC EFFORTS OF MAJ. JAY ZEAMER, JR. IN WORLD WAR II

#### HON. JOHN ELIAS BALDACCI

OF MAINE

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, August 2, 1995*

Mr. BALDACCI. Mr. Speaker, it is my privilege to speak today about an exceptional Mainer who served this country with great honor and courage during one of history's most terrifying wars, World War II.

Maj. Jay Zeamer, Jr., exhibited uncommon courage and skill to complete his mission in the face of insurmountable odds. He was awarded this country's highest honor, the Congressional Medal of Honor. I would like to honor him again as the 50th anniversary of the end of World War II nears.

Major Zeamer entered the service when he resided in Machias, ME. The Major was a volunteer bomber pilot who was charged with mapping a heavily defended region in the Solomon Islands. Even under the threat of a formidable Japanese fighter attack, Major Zeamer continued with his mission. In the en-

ding fight, the crew destroyed five enemy aircraft. It was the Major's superior maneuvering ability that allowed the outnumbered bomber to successfully engage the enemy. All this was accomplished even though Major Zeamer was shot in both legs and both arms. Although he was seriously wounded, the Major did not give up until the enemy fighters had retreated. Mr. Speaker, it was courageous soldiers like this that allowed the United States to repel Japanese advances in the Pacific.

Maine has a long and proud tradition of sending brave soldiers to fight for freedom at home and abroad. These brave men exhibited enormous skill and unbreakable courage in the face of death. From Joshua Chamberlain in the Civil War through Gary Gordon in Somalia and countless numbers in between, Maine patriots have fought so that others might live free.

I am proud of Major Zeamer for all that he has given to the world. He fought not only for America, but to free the world from one of the most dangerous threats it had ever known. The efforts of Major Zeamer and his fellow soldiers helped purge the Pacific of Japanese imperialism. This country and the world will never forget his sacrifice.

#### ONE NATION, ONE COMMON LANGUAGE

#### HON. TOBY ROTH

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, August 2, 1995*

Mr. ROTH. Mr. Speaker, I rise today to call the attention of my colleagues to the August issue of Reader's Digest and the article, "One Nation, One Common Language." The author, Linda Chavez, makes a compelling case against bilingual education and for preserving our common bond, the English language.

Ms. Chavez points out that immigrants oppose bilingual education for their children and teachers oppose it for their students. Listen to the commonsense observation on bilingual education's shortcomings that elementary school teacher Gail Fiber makes: "How can anyone learn English in school when they speak Spanish 4½ hours a day?"

A recent survey showed that in just 5 years, there will be 40 million Americans who can't speak English. Those Americans will be isolated, cut off from realizing the American dream, if they don't have the one skill that is required for success in America: Fluency in English.

Linda Chavez in her article calls for an end to mandatory bilingual education at the State and Federal level, and she's absolutely right. My bill, H.R. 739, would do just that. I hope you all join me in my effort to make English our official language and keep America one Nation, one people. Cosponsor H.R. 739, the Declaration of Official Language Act. I ask that the full text of her article appear in the RECORD at this point.

ONE NATION, ONE COMMON LANGUAGE

(By Linda Chavez)

Lusi Granados was a bright five-year-old who could read simple words before he entered kindergarten in Sun Valley, Calif. But soon after the school year began, his mother was told that he couldn't keep up. Yolanda Granados was bewildered. "He knows his alphabet," she assured the teacher.

"You don't understand," the teacher explained. "The use of both Spanish and English in the classroom is confusing to him."

Yolanda Granados was born in Mexico but speaks excellent English. Simply because Spanish is sometimes spoken in her household, however, the school district—without consulting her—put her son in bilingual classes. "I sent Luis to school to learn English," she declares.

When she tried to put her boy into regular classes, she was given the runaround. "Every time I went to the school," she says, "the principal gave me some excuse." Finally, Granados figured out a way to get around the principal, who has since left the school.

Each school year, she had to meet with Luis's teachers to say she wanted her son taught solely in English. They cooperated with her, but Luis was still officially classified as a bilingual student until he entered the sixth grade.

Immigrant parents want their kids to learn English. Why, then, do we have a multibillion-dollar bureaucracy to promote bilingual education?

Unfortunately, the Granados family's experience has become common around the country. When bilingual education was being considered by Congress, it had a limited mission: to teach children of Mexican descent in Spanish while they learned English. Instead, it has become an expensive behemoth, often with a far-reaching political agenda: to promote Spanish among Hispanic children—regardless of whether they speak English or not, regardless of their parents' wishes and even without their knowledge. For instance:

In New Jersey last year, Hispanic children were being assigned to Spanish-speaking classrooms, the result of a state law that mandated bilingual instruction. Angry parents demanded freedom of choice. But when a bill to end the mandate was introduced in the legislature, a group of 50 bilingual advocates testified against it at a state board of education meeting.

"Why would we require parents unfamiliar with our educational system to make such a monumental decision when we are trained to make those decisions?" asked Joseph Ramos, then co-chairman of the North Jersey Bilingual Council.

The Los Angeles Unified School District educates some 265,000 Spanish-speaking children, more than any other in the nation. It advises teachers, in the words of the district's Bilingual Methodology Study Guide, "not to encourage minority parents to switch to English in the home, but to encourage them to strongly promote development of the primary language." Incredibly, the guide also declares that "excessive use of English in bilingual classrooms tends to lower students' achievement in English."

In Denver, 2500 students from countries such as Russia and Vietnam learn grammar, vocabulary and pronunciation in ESL (English as a Second Language). An English "immersion" program, ESL is the principal alternative to bilingual education. Within a few months, most ESL kids are taking mathematics, science and social-studies classes in English.

But the 11,000 Hispanic children in Denver public schools don't have the choice to participate in ESL full time. Instead, for their first few years they are taught most of the day in Spanish and are introduced only gradually to English. Jo Thomas, head of the bilingual/ESL education program for the Denver public schools, estimates these kids will ultimately spend on average five to seven years in its bilingual program.

ACTIVIST TAKEOVER.

Bilingual education began in the late 1960s as a small, \$75-million federal program primarily for Mexican-American children, half